

Copy furnished by the University of Illinois

C. H. Blackall

FIRST ANNUAL CATALOGUE

THE LIBRARY
OF THE
UNIVERSITY OF ILLINOIS

OF

JUDSON UNIVERSITY,

JUDSONIA, WHITE COUNTY, ARKANSAS.

1875-76.

COLUMBUS:
NEVINS & MYERS, BOOK PRINTERS.
1876.

FIRST ANNUAL CATALOGUE

OF

JUDSON UNIVERSITY,

JUDSONIA, WHITE COUNTY, ARKANSAS.

1875-76.

COLUMBUS:

NEVINS & MYERS, BOOK PRINTERS.

1876.

CALENDAR FOR 1876-77.

September 18, Monday—Fall Term begins.

December 22, Friday—Fall Term (14 weeks) ends.

January 3, Wednesday—Winter Term begins.

March 20, Tuesday—Winter Term (11 weeks) ends.

March 26, Monday—Spring Term begins.

June 8, Friday—Spring Term (11 weeks) Annual Commencement.

June 9, Saturday—Normal Institute begins, appointed by Hon. G. W. Hill, State Superintendent of Public Instruction.

Board of Regents.

EX-OFFICIO MEMBERS.

HIS EXCELLENCY GOVERNOR A. H. GARLAND, *Chancellor*.
 PRESIDENT OF THE SENATE HON. BRADLEY BUNCH, *Vice-Chancellor*.
 CHIEF JUSTICE HON. E. H. ENGLISH.
 ASSOCIATE JUSTICE HON. DAVID WALKER.
 ASSOCIATE JUSTICE HON. WM. H. HARRISON.

TERM EXPIRES MAY, 1877.

JUDGE WATERS, ...	Helena.
B. C. BLACK, ...	Searey.
REV. T. P. BOONE, ...	Little Rock.
WM. PLANT, ...	Russellville.
REV. S. STEVENSON, ...	Little Rock.

TERM EXPIRES MAY, 1878.

CAPT. E. W. BRIGGS, ...	Judsonia.
JUDGE COMPTON, ...	Little Rock.
HON. T. C. HUMPHREY, ...	Judsonia.
J. R. CHERRY, ...	Little Rock.
W. C. WEST, ...	West Point.

TERM EXPIRES MAY, 1879.

HON. H. C. CALDWELL, ...	Little Rock.
A. B. COFFMAN, ...	Judsonia.
M. R. FORY, ...	Judsonia.
T. A. REID, ...	Red Bluff.
J. W. TURNER, ...	Little Rock.

Board of Trustees.

REV. BENJAMIN THOMAS, ...	<i>President ex-officio.</i>
R. C. BROWNING, ...	<i>Treasurer.</i>
A. T. JAMES, ...	<i>Secretary.</i>
P. L. BARKER, ...	<i>Corresponding Sec'y.</i>

TERM EXPIRES MAY, 1877.

J. W. PIERCY, ...	Beebe.
J. A. HUFF, ...	Judsonia.
DR. T. D. NICHOLS, ...	Roseville.
CHARLES MARSH, ...	Judsonia.
C. C. SHEPHERD, ...	Judsonia.
HON. B. D. TURNER, ...	Searcy.

TERM EXPIRES MAY, 1878.

P. L. BARKER, ...	Judsonia.
REV. JEFFERSON BISHOP, ...	Judsonia.
R. V. GRAY, ...	Judsonia.
A. T. JAMES, ...	Judsonia.
THOMAS OWEN, ...	West Point.
DR. J. L. MORTON, ...	Little Rock.

TERM EXPIRES MAY, 1879.

W. A. BONHAM, ...	Judsonia.
R. C. BROWNING, ...	Judsonia.
REV. T. B. ESPY, D.D., ...	Cabot.
REV. JOHN C. SHIPP, ...	Searcy.
REV. R. M. THRASHER, ...	Malvern.
R. J. WINN, ...	Judsonia.

Faculty.

REV. BENJAMIN THOMAS, D.D., PRESIDENT,
PROFESSOR OF THEOLOGY, MORAL SCIENCE, AND SCIENCE OF GOVERNMENT.

FRANKLIN A. SLATER, B.S.,
PROFESSOR OF MATHEMATICS, CIVIL ENGINEERING, AND PHILOSOPHY.

HENRY S. REYNOLDS,
PROFESSOR OF CHEMISTRY AND NATURAL HISTORY.

MRS. FRANCES A. REYNOLDS,
PROFESSOR OF RHETORIC AND MODERN LANGUAGES.

HENRY M. DOUGLASS,
PROFESSOR OF GREEK, MODERN LANGUAGES, AND NORMAL TRAINING.

HUBERT M. SKINNER,
PROFESSOR OF LATIN AND HEBREW.

MRS. H. M. DOUGLASS,
PRINCIPAL OF THE MODEL SCHOOL.

C. C. SMITH,
PROFESSOR OF HORTICULTURE.

MISS ADELA J. THOMAS, D.M.,
PROFESSOR OF INSTRUMENTAL MUSIC.

MRS. F. A. REYNOLDS,
VOCAL MUSIC.

H. S. REYNOLDS,
TELEGRAPHY.

F. A. SLATER,
PENMANSHIP.

W. W. BRIESEE, M.D.,
LECTURER ON ANATOMY, PHYSIOLOGY, AND HYGIENE.

Students.

NAME.	RESIDENCE.
Barnwell Anderson, ...	Nashville.
Albert Edward Barker, ...	Judsonia.
Laura Bell Beecher, ...	Judsonia.
Benjamin H. Beall, ...	Adkinsville.
Katie Best, ...	Judsonia.
Caroline Isabel Bishop, ...	Judsonia.
Palmer Dunn Bishop, ...	Judsonia.
Serepta May Bishop, ...	Judsonia.
Charles Booth, ...	West Point.
Berton Warren Briggs, ...	Judsonia.
Charles Willis Briggs, ...	Judsonia.
Flavel Greenleaf Briggs, ...	Judsonia.
Robert Lincoln Browning, ...	Judsonia.
William Calvin Browning, ...	Judsonia.
Amarantha Louisa Church, ...	Judsonia.
Laura Bell Church, ...	Judsonia.
Sarah Eliza Church, ...	Judsonia.
Adeletha Edie, ...	Judsonia.
Cyrus Faunt Leroy Edie, ...	Judsonia.
Evalena Edie, ...	Judsonia.
Ida Lettie Edie, ...	Judsonia.
Joseph Albert Edie, ...	Judsonia.
Thomas Milton Edie, ...	Judsonia.
Pliny Ford, ...	Judsonia.
Libbie Ferguson, ...	Judsonia.
George Hardin Glosson, ...	Judsonia.
James Alfred L. Glosson, ...	Judsonia.
Joanna Glosson, ...	Judsonia.
Lucy Thomas Glosson, ...	Judsonia.

STUDENTS.

7

NAME.	RESIDENCE.
Mary Lettie Gosnell, ...	Judsonia.
James Pendleton Green, ...	Searcy.
Moses David Green, ...	Searcy.
Edward Gray, ...	Judsonia.
Richard Leroy Gray, ...	Judsonia.
Paul Price Herndon, ...	Judsonia.
Olive Hildreth, ...	Judsonia.
Amanda Ella Hussey, ...	Judsonia.
Arthur Oliver Hussey, ...	Judsonia.
Alpha Key, ...	Judsonia.
George Key, ...	Judsonia.
Adelia Lawton, ...	Judsonia.
Mary Virginia Lawton, ...	Judsonia.
Mary Maria Lewis, ...	Judsonia.
Alice Isabel Marsh, ...	Judsonia.
Florence Ella Marsh, ...	Butlerville.
Harrie Willis Marsh, ...	Judsonia.
Edwin Murrey, ...	Augusta.
Nannie E. Plant, ...	Russell.
Joseph Harden Riley, ...	Jacksonville, Mo.
Ira J. Reynolds, ...	Judsonia.
James Henry Slitter, ...	Grand Rapids, Mich.
Charles Edward Smith, ...	Judsonia.
Emily Carrie Smith, ...	Judsonia.
William Royal Smith, ...	Judsonia.
Joseph Lewis Stansbury, ...	Judsonia.
Walter Cruthers Stansbury, ...	Judsonia.
James Y. Thomas, ...	Nashville.
Alexander Tucker, ...	Traskwood.
Horace Polk Turner, ...	Paris, Texas.
William Simon Turner, ...	Paris, Texas.
Americus Vespuccius Vanmeter, ...	Judsonia.
California Vanmeter, ...	Judsonia.
Thomas Vanmeter, ...	Judsonia.

NAME.	RESIDENCE.
John Burrel Walker, ...	Beebe.
Margaret Wagner, ...	Winthrop, Iowa.
Albert Martin Watson, ...	Judsonia.
Eva Jane Watson, ...	Judsonia.
Lillie Catharine Winn, ...	Judsonia.

MUSIC.

Mrs. Damon,	Miss Ella Hussey,	Miss Willie Key,
Miss Jennie Love,	Miss Alice Marsh,	Miss Nannie Plant.

SUMMARY.

Males	41
Females	30
Total	71

Studies.

I. SCHOOL OF MATHEMATICS.

NORMAL, BUSINESS, AND PREPARATORY DEPARTMENT.

MODEL SCHOOL.

Oral Arithmetic; Olney.

Primary Arithmetic; Olney.

Elements of Arithmetic; Olney.

Science of Arithmetic (five chapters); Olney.

JUNIOR PREPARATORY CLASS.

Fall Term.—Natural Philosophy; Rolfe and Gillet.

Winter Term.—Book-keeping; Bryant and Stratton's Common School; Salor's "Primer of Political Economy" once a week.

Spring Term.—Book-keeping advanced; Groesbeck.

SENIOR PREPARATORY CLASS.

Fall Term.—Science of Arithmetic (completed); Olney.

Winter Term.—Introduction to Algebra (125 pages); Olney.

Spring Term.—Introduction to Algebra (completed); Olney.

COLLEGE DEPARTMENT.

FRESHMAN CLASS.

Fall Term.—Plane Geometry; Olney.

Winter Term.—Solid Geometry; Olney.

Spring Term.—Trigonometry, Plane and Spherical; Olney.

SOPHOMORE CLASS.

Fall Term.—Surveying, Leveling, and Railway Building; Lectures and Practice; Higher Algebra and Calculus; Olney.

Winter Term.—Higher Algebra and Calculus; Olney.

Spring Term.—Higher Equations and Noted Theorems; Olney.

JUNIOR CLASS.

Fall Term.—Physics (Mechanics and Hydrostatics); Snell's Olmsted.

Winter Term.—Physics (Pneumatics, Acoustics, and Optics); Snell's Olmsted.

Spring Term.—Astronomy.

ADVANCED COURSE.

Draining for Profit and Health; Waring, with Field Practice.

Mathematical Drawing (with instruments), Plane and Perspective.

Use of Water Colors and India Ink; Individual Instruction.

General Geometry and Calculus; Olney.

Applied Mechanics; Rankine.

Civil Engineering; Rankine.

II. SCHOOL OF NATURAL SCIENCE.

NORMAL, BUSINESS, AND PREPARATORY DEPARTMENT.

MODEL SCHOOL.

Oral Geography.

Short Course in Geography; Swinton.

Child's Book of Nature; Hooker.

First Book of Zoölogy; Morse.

JUNIOR PREPARATORY CLASS.

Fall Term.—Telegraphy (*extra*); Lectures and Practice, *alternating* with Science of Government; Alden.

Winter Term.—Map Drawing; Butler. Complete Course in Geography, Physical, Industrial, and Political; Swinton.

Spring Term.—Studies of Winter Term continued.

SENIOR PREPARATORY CLASS.

Fall Term.—Physiology; Sewell's Hooker, with Lectures.

Winter Term.—Chemistry (metals); Rolfe and Gillet, with Lectures and Experiments.

Spring Term.—Chemistry (non-metals); Rolfe and Gillet, with Lectures and Experiments.

COLLEGE DEPARTMENT.

SOPHOMORE CLASS.

Fall Term.—Mineralogy; Dana.

Winter Term.—Structural and Physiological Botany; Gray's Manual.

Spring Term.—Systematic Botany, with Collections of Plants, etc.

JUNIOR CLASS.

Fall Term.—Zoölogy (Structural); Agassiz and Gould.

Winter Term.—Zoölogy (Classification); Jordon.

Spring Term.—Zoölogy; Special Entomology, with Collections, etc.

SENIOR CLASS.

Fall Term.—Geology (Dynamical); Dana's Manual.

Winter Term.—Geology (Historical and State); Dana.

Spring Term.—Geology (Historical and State); Dana.

III. SCHOOL OF FOREIGN LANGUAGES.

NORMAL, BUSINESS, AND PREPARATORY DEPARTMENT.

SENIOR PREPARATORY CLASS.

Fall Term.—Latin (Grammar and Reader); Harkness.

Winter Term.—Latin (Fables and Dialogues); Harkness.

Spring Term.—Latin (Roman History); Harkness.

COLLEGE DEPARTMENT.

FRESHMAN CLASS.

Fall Term.—Latin (Cæsar); Harkness. Greek; Hadley's Grammar and Boise's First Lessons.

Winter Term.—Latin (Cicero); Harkness. Greek; Boise's First Lessons.

Spring Term.—Latin (Virgil); Chase and Stewart. Greek; Boise's First Lessons.

SOPHOMORE CLASS.

Fall Term.—Greek (Anabasis); Kendrick.

Winter Term.—Greek (Anabasis); Kendrick.

Spring Term.—Greek; Homer's Iliad.

JUNIOR CLASS.

Fall Term.—German; Comfort's Course.

Winter Term.—German; Comfort's Course.

Spring Term.—French; Otto's Grammar.

OPTIONAL STUDIES.

Classes also may be formed at any time in Hebrew, Spanish, Italian, or Russian.

IV. SCHOOL OF ENGLISH LITERATURE AND PHILOSOPHY.

NORMAL, BUSINESS, AND PREPARATORY DEPARTMENT.

MODEL SCHOOL.

Oral Language Lessons; Hart.

Language Lessons; Hart.

English Grammar; Hart.

Penmanship, Composition, Reading, and Oral Spelling.

JUNIOR PREPARATORY CLASS.

Fall Term.—Advanced English Grammar; Green's Analysis. History of the United States.

Winter Term.—Advanced English Grammar; Green's Analysis. History of the World; Quackenbos.

Spring Term.—Rhetoric; Hart. History of the World.

Penmanship and Rhetorical Exercises throughout the year.

SENIOR PREPARATORY CLASS.

Fall Term.—English and American Literature; Shaw's New Manual.

Winter Term.—Literary Reader.

Spring Term.—Shakspearian Reader; Hudson.

Penmanship and Rhetorical Exercises throughout the year.

COLLEGE DEPARTMENT.

SENIOR CLASS.

Fall Term.—Political Economy; Perry. Logic; Bowen.

Winter Term.—Moral Philosophy; Calderwood. Mental Science (Motion, Sense, Instinct, and Intellect); Bain.

Spring Term.—Evidences of Christianity; Dodge. Mental Science (Emotions and Will); Bain.

V. SCHOOL OF HORTICULTURE.

Fall Term.—Soil, Situation, Propagation, General Nursery and Orchard Practice, Ornamental Gardening.

Winter Term.—Laying out, Transplanting, Pruning, and Care of Nursery and Orchard; Ornamental Gardening.

Spring Term.—Varieties of Fruit, Packing, Implements, General Principles; Window Gardening and Green-house.

SYNOPSIS OF STUDIES AND PROGRAMME OF RECITATION. (*Double vertical lines denote intermissions.*)

Time.	9:30.	10:30.	11:15.	1:00.	1:45.	2:45.	3:30.
Model School.	Reading and Primary Arith.	Advanced Arith. Science of Arith.	Geog'y classes and Oral Spelling.	Grammar classes. Langauge Les lis.	Reading and Oral Geography.	Arithmetic and Oral Spelling.	
Junior Preparatory.			Analysis. Analysis. Rhetoric.	Telegraphy and Science of Gov't. Map Drawing. Map Drawing.	Hist. of U. S. Hist. of World. Hist. of World.	Nat. Philosophy.	Book-keeping. } Pol. Economy. } Book-keeping.
Senior Preparatory.	Science of Arith. Algebra. Algebra.		Physiology. Chemistry Chemistry.		Hist. of Lit. Lit. Reader. Shakspeare.	Latin Reader. Latin Reader.	Latin Reader.
Freshman.	Greek Lessons. Greek Lessons. Greek Lessons.	Geometry. Geometry. Trigonometry.				Latin	Latin. Latin.
Sophomore.	Mineralogy. Botany. Botany.		Higher Algebra. Higher Algebra. Higher Algebra.	Greek. Greek. Greek.			Surveying.
Junior.	Physics. Physics. Astronomy.			German. German. French.	Zoology. Zoology. Entomology.		
Senior.		Geology. Geology. Geology.	Polit. Economy. Moral Science. Evidences.			Logic. Mental Science. Mental Science.	

NOTE.—Chapel exercises at 8:45; Penmanship at 9:15; and Written Spelling at 2:15

HISTORY, ADVANTAGES, AND NEEDS OF THE UNIVERSITY.

The Baptist College Colony in Prairie county, in 1870, having been impoverished and wrecked by land speculators, a brave and enterprising few, undaunted by the disaster, without much money, and in the midst of a community recently hostile and in arms, but where prejudice and opposition is rapidly dying away, managed to secure a State charter for Judson University, and purchased for it, on credit, an old plantation on the high ground adjoining Prospect Bluff, in White county, near the head of navigation on the Little Red River. This property and the former village now constitute the site of the incorporated town Judsonia. The friends of the University, in weakness and poverty, have endured severe trials. Opponents, both of northern and of southern birth, have caused much trouble, but the fostering care of Providence has been signally manifest in dark days. A liberal charter was first secured for establishing various schools, and for conferring all regular degrees, giving us a broad basis on which to build. Then came that great trunk railway, the St. Louis, Iron Mountain and Southern, to the very door, which, combined with the natural advantages of Judsonia as a trading point for supplying the back country, will doubtless make this an important town as soon as machinery and manufacturing can be introduced. We are in direct communication with St. Louis, 292 miles distant, and with Little Rock, the State Capital, only 53 miles southwest of us. The University, therefore, is very accessible from all parts of this State and Texas, and from the North.

The University has been enabled to raise the mortgage on its property, and if the next Legislature will favor colleges

by exempting school lands from taxation, a large landed endowment, no doubt, can easily be secured. But for our new building, with all its conveniences, we are largely indebted, if not in debt.

Providence has given us a faithful, self-sacrificing President. During the year, also, three young men and their families seem to have been sent here to fill positions as teachers. The distribution of talent, unsought and coming from various quarters, we believe to be a marked indication of Providential interposition. A mathematician comes from Denison University, Ohio; a naturalist and a musician from Illinois Industrial University; a linguist and a normal teacher from Oswego Normal and Training School, New York. Each one expects to identify himself fully and faithfully with this State and with its highest interests. A journalist and professor of languages from another State, also, we expect soon to welcome among us. Thus, at the end of one year, are we able to organize five schools, with complete courses of study. Text-books, *the brightest and best*, have been culled from many sources with much labor and expense. Apparatus and materials for illustrating principles of chemistry are new and well selected. We have also surveying and leveling instruments of best quality. We hope constantly to increase the library and cabinet for the use of the students.

Lessons in penmanship will be given daily without extra charge. A flourishing literary society meets weekly in the University Chapel.

All students are expected to pass examinations in every class before advancing. A careful record of each student's grade and deportment is kept by the University for reference.

We hope to find good places to room and board for all who come from a distance, and we shall insist upon young ladies boarding in families where they will be surrounded by home

influences and suitable restraints. The President must know the boarding-place of every student, and will expect a faithful report of the general conduct and habits of each from all who board or furnish rooms.

As a University we court the patronage and coöperation of the commonwealth for whose benefit the various schools are established; we court the favor of the Legislature of this State to grant landed school property immunity from taxation, that a secure landed endowment may not be burdensome; and we court the prayers and donations of all who are interested in the cause of progress, education, and Christianity in the great South-west.

EXPENSES PER MONTH.

Primary Arithmetic, Grammar, and Geography, . . .	\$1 00
Written Arithmetic, ...	2 00
One higher study, ...	3 00
Two or more higher studies, ...	4 00
Music (eight lessons) extra, ...	4 00
Use of instrument, ...	1 00
Telegraphy (instruments and chemicals furnished) for students, ...	2 00
For Telegraphy alone, ...	4 00
Good board, ...	\$8 00 to 12 00

Tuition is due at least one month in advance. No allowance will be made for absences, except when satisfactory written excuses are sent to the Superintendent at the time of each absence.

SPECIAL ANNOUNCEMENTS.

THEOLOGY.

Theological instruction by the President is provided in Judson University to accommodate students who desire such a course in connection with other studies. Tuition in all departments is made free to Licentiates preparing for the Christian Ministry. Good board can be had at from \$8 to \$12 per month, or from \$70 to \$108 per year.

TELEGRAPHY.

Thorough and practical instruction in this branch during the fall term, at little more than actual cost of materials, will supply a want long felt in Arkansas. Instruments are provided by the University or purchased by the student, as he may prefer.

INSTRUMENTAL MUSIC.

A fine piano and an organ are placed at the disposal of this department, that all who desire may enjoy unrivaled advantages for making progress under the instruction of our accomplished music teacher.

VOCAL MUSIC.

The cultivation and proper rendering especially of sacred music, we believe, deserves a great deal of attention and practice. Hence song occupies a very prominent place in our general school exercises.

PENMANSHIP.

A perpetual daily writing school, with general and critical instruction, aided by the large Spencerian wall charts, is sustained throughout the year. We desire every student to participate regularly in this 15-minute exercise, in order to improve as much as possible in the most useful of all fine arts.

ADDRESS.

BY REV. T. B. ESPY, D.D.

DELIVERED AT THE ANNUAL COMMENCEMENT OF JUDSON UNIVERSITY, JUNE 3, 1876.

Having been invited to address you this evening, I proceed to do so, and have selected for my theme "The need of an institution of learning of high order for the Baptists of Arkansas, and the adaptation of Judson University to this purpose." This subject, and the possibilities that lie out before us as a people in this rich and undeveloped State, are enough to enliven the occasion and thrill us all with the noblest emotions. People rise in the scale of being and importance exactly in the degree that they become able to appreciate that which is God-like, beautiful, and enduring. These high and holy ends are attained chiefly through intellectual culture and development—by the expansion and invigoration of those God-given attributes, bestowed for the greatest and most worthy purposes, and intended to subserve the highest earthly interests of men. To pervert these powers of mind is to give a new direction to the best aims of human existence, and to so narrow our sphere of usefulness and activity that life itself becomes almost a failure. But as generalities will not meet the demands of the occasion, I invite you to consider some of the reasons by which I have been led to the conclusion that the hour has come when the best energies of our people should be directed toward rearing and making permanent a school of high order, to be the joy of our hearts and the nucleus of our denominational life.

1. Our present surroundings signify this need with strong emphasis. We are not now what we were in other years; great changes have swept over us. Realities are upon us that

we would do well to recognize, and among these is the fact, standing out in bold relief, that we must grapple like men with the weighty responsibilities pressing upon us; or, failing to do so, render ourselves unworthy of the highest trusts committed to our keeping, and prove ourselves too feeble to cultivate the wide fields that Providence has opened to us. Fifteen years ago our brethren in this State thought the time had come to inaugurate the very measure of which I speak, and put forth commendable and partially successful efforts; but the whole thing was brought to an untimely end by the disastrous war that followed, and which paralyzed every branch of business throughout the South. If our brethren then could undertake a work of such proportions, when they were numerically much weaker, and the spirit of progress had possession of so few hearts, what might not the thirty-five thousand Baptists of this State do now, with the advantages which the present times have brought, and the absolute necessities of the present hour? If it be said that financially we are less prosperous now than then, admitting this to be true, it need hardly be seriously maintained that there are many ills that financial prosperity has utterly failed to cure—many demands upon the charities of the people, which money-holders, money-lenders, and especially money-lovers, have been slow to recognize. It is not so much the amount of money we have, but the use to which we put it, that gives success to the great enterprises that depend on free-will offerings from the people. Now and then, indeed, there is a Howard, a Brown, a Vanderbilt, a Colgate, a Mercer, to bless the world with their lives of devotion and sacrifice, and their gifts of munificence. But from this bright scene we may be compelled to turn away to contemplate the life of a Stewart, who lived to crush, and crushed to live; who reared a princely fortune, built his marble mansions, lived in elegant style, and died without one public charity worthy the name. It will not do to omit the widow's

mite and the orphan's portion in this account. It is not, then, so much to our financial surroundings, but to the degree of personal responsibility to God which the changes of the last ten or twelve years have inspired, to which we are to look in finding a just solution of the question now before us. Have all these results been disastrous? Has there appeared in the midst of the surrounding darkness no cloud with a silver lining, no rainbow of hope to cheer and comfort? Have all the effects of the commotions and revolutions referred to been evil? As a sufficient answer to these inquiries, let me call your attention to the fact that, before the war, there was not a school, high nor low, under the patronage of our denomination. The State Convention then was not without efficiency, and was cultivating the home missionary field with a good deal of vigor. There was then a paper at Little Rock, conducted by Bro. Watson, and just struggling into life. There were a few men of ability and zeal kindling the fires of Christianity and progress wherever they went, and laying the foundations of future usefulness and success. I would place the very highest estimate on those endeavors, and extend the heartiest recognition to those men, some of whom are still among us and doing valiant service for the Master, and some of whom are resting from their labors. But in almost every thing that constitutes real efficiency in point of numbers, denominational enthusiasm, cultivation, greatly increased ardor for home development, and public spirit of every kind, I ask if we are not now far in advance of any thing to which our State has attained before? We now have four schools that are doing something for ministerial education, having young men in school, both in and out of the State, and will have school property worth not far from \$75,000 when free from debt. We have a working convention, also a ministerial institute, with many active associations, cultivating the mission fields in their own bounds, and a considerable revival

of interest within the last few years on the subject of education, home and foreign missions, ministerial education, Sunday-schools, etc. Years ago you would have looked in vain in our State for such a meeting as we have here this evening, where the beauty, chivalry, and strength of this locality are assembled to pay their willing tribute to the sacred cause of higher education, the glory of a nation, the safeguard of a people, and the hope of the future. Let us not be unmindful of the warning voice of the present, that speaks to us and urges us forward to the discharge of these sacred obligations.

2. A second consideration is State pride, or a desire to do something, and to be something, in such a way that the State may get credit for it. Men who admit the force of this principle are ready to come to the front in every hour of need; they may be depended on in every emergency. Those who do not, are contented to eke out a bare existence, to live for naught, and to leave the world just as they found it, or in a worse condition, so far as their influence has been potent. But it may be said, as it has been a thousand times, that we have nothing to be proud of in Arkansas. Nothing to be proud of! Look at the mountains and hills of Arkansas, filled with inexhaustible mines of ore and stone; look at her rich and beauteous valleys, teeming with a happy and thrifty people, and fast becoming prosperous under the strokes of the sturdy farmer; look at her bright rivers, coursing their way to the Mississippi, and the steamboats upon their bosoms, freighted with her own productions, at her railroad lines, her schools and colleges, her towns and cities, her annual influx of population from the North, South, East, and West. He who looks upon these things as he ought, will have no temptation to say: "I have nothing to be proud of as an Arkansian." It is just this old time-serving, do-nothing, know-nothing, care-nothing spirit, which has been so much in our way in the past, and which still has impudence enough

to assert itself in some localities. It needs to be dispossessed, root and branch, and driven out into the region occupied by the moles, bats, and owls; and now is the time to do it, and every lover of Jesus in Arkansas should be armed, *cap-a-pié*, to eradicate this monstrous evil—this worst enemy of our prosperity and happiness. Why fritter away the strength God has given us on other States? Why build up institutions of learning beyond our limits and control, when we have the ability to do a magnificent work of this kind for ourselves? In the name of humanity, in the name of every thing sacred and dear, I insist that our denominational life-currents should flow back and forth to a common center, within our own domain, our own State, and not outward forever, till our last drop of vitality is gone. Arkansas has had some experience in respect to schools beyond her border; a fancied connection with a certain school having turned out to be as unreal as vapor, notwithstanding the solemn averments of its representatives to the contrary; and when our people learn to throw off all such yokes of bondage, and rely on their own strength and the grace of God, a brighter and happier day for our State and her enterprises will have dawned.

3. But do we not owe it to ourselves and the world, as Baptists, to come right up to this work now? Shall we wait for a more favorable time? How do we know that the moral prospects will become more bright? There may be great and disastrous changes for us in the near future. Then, why should we hesitate? The fact that God has assigned to us such distinction in the past, and has invested us with such influence in the present, goes to show that there are certain ends and aims of the Divine government to which others would not be equal, and hence his need for us. If our principles be what we claim for them—and this we do not allow ourselves to doubt—they should thread their way through all our efforts and enterprises; occupy a prominent

place in the education that we dispense, and in dignity, importance, and utility keep pace with our denominational progress. It has been said the glory of our country is her free-school system; and the time is not far distant, if it is not already here, when the glory of our people will be their more efficient use of that great lever, denominational schools and colleges. Let this work be commenced in the Sunday-school, and at home, and finished at the university. I sometimes ask myself if the time will never come in our history when there will be no longer occasion for our people to send their sons and daughters to Catholic schools. But if the fact of their doing this is enough to excite disgust, what shall be said of the shallow pretexts urged in its justification? The most common of these is the oft-repeated superiority of their schools and colleges. But a more unmitigated conceit was never indulged. When you come to look at this matter as it is, you will find it a great mistake. There is a female school in Tennessee, which has made an open challenge to test this matter before competent judges, by a comparison of her graduates with those of any Catholic school in the land, and that challenge till this day has not been accepted. The truth of the matter is, that those who are gulled by this mere offshoot of the imagination are such as know nothing about the matter, and don't care to know, and who have opened their eyes in perfect astonishment at the mention of such high-sounding names and titles as "Bishop O'Hobson," "Father O'Rafferty," "The Mother Superior," "Mother Angelica," and a few other terms that they do not understand. There are some men whose intelligence and judgment have to do with their decisions, but there are a great many whose distempered imaginations constitute the basis of their action. And to this fact some men and institutions owe their prestige and success. There is another infatuation, equally hurtful and pernicious, and sadly in need of correction, that the social standard is higher

in other schools than our own. This objection will be found to vanish into thin air whenever a sensible comparison is instituted. There are a number of older schools and towns in our State than this, where both sexes are taught, but I am seriously disinclined to believe that there is a single locality where the moral and social advantages are higher or more healthful than those we enjoy right here, in the beautiful and prosperous town of Judsonia. Let those inclined to be skeptical look into this matter and be convinced. But as "distance lends enchantment to the scene," some Baptists must needs send their children and wards way off to some other State and school, of which they know nothing, save what they have learned from the catalogues and circulars, and where the advantages may be far behind those right at home. Thus the world goes, and thus men of real intelligence about other matters ramble on in the darkness until they fall headlong into the ditch.

Though there are other considerations that could and ought to be mentioned, I pass to the second part of my subject: The adaptability of Judson University to the purposes suggested. The adaptability of this school, of course, consists in the advantages it is able to furnish over other schools and colleges in this State. Further than this, I am persuaded, the most ardent friend of this institution would not wish me to go. And as the whole matter turns upon this, I invite you to consider some of the advantages this school enjoys.

1. In point of locality, Judson University is certainly ahead of all competitors. And it will be agreed by all conversant with the subject that accessibility plays no mean part in such matters. It is but fifty-three miles from the commercial and political center of our State, and within two hours of the capital by rail. To all that part of the State through which the St. Louis Iron Mountain and Southern Railroad passes, beginning in the north-east corner, and

passing clear through the State, in a south-westerly direction, thus establishing direct communication with several of the most important places in the State. The location of Judson University is every thing that could be desired. Coming to Judsonia is about like coming to Little Rock, from every part of the State save the north-east, and from thence this place has the advantage. Very important parts of the State are touched by the Memphis and Little Rock, and Little Rock and Fort Smith Railroads, and to both those sections Judsonia is easily accessible by means of those and the Southern Railroad. With our present rate of progress and development, it may be expected that the completion of other roads will add materially to the facilities for transportation now enjoyed by this place. I have said nothing about White and Arkansas Rivers, the first of which is navigable throughout the year, and the other for nine months, and which supply ready and cheap means of conveyance to other important parts of the State.

2. Let us not forget the fact that this institution already has in actual possession real estate, school and other buildings, worth, perhaps, fifty thousand dollars. And this property, so advantageously situated, is destined, in a few years, to double itself in value, unless some great misfortune should overtake the enterprise. This gives to the University here a solid basis for all time, and presents one of the most encouraging features of the work, success, and future of this institution. When God planted and reared His church, He laid her foundations deep, that her adversaries might not prevail against her, and there was like wisdom and discretion in laying the foundations of this first Baptist institution of learning in Arkansas. Beautiful edifices are sometimes reared on sandy foundations, princely fortunes inherited by thriftless adventurers, and large sums of money squandered on reckless sons, too graceless to appreciate them or the source from whence they came; and the total failures

that have followed have been only so many illustrations of the weakness and folly of beginning any work on a precarious foundation. There is an old Greek adage to this effect, "The beginning is half the ending," and if this sentiment has its application here—and there is no good reason why it should not—it is but right to regard this institution of learning as already on the high-road of success. It has only been a few brief years since this work was begun, the first blow struck, the first stone turned, the first stick cut, the first cabin built. Now see the evidences of thrift around you: a beautiful and growing town, neat cottages, beautiful grounds, an energetic, industrious population, and, above all, the beautiful school-building that we occupy this evening, one of which we may all well be proud, the first built by Baptist hands and labor for educational purposes in this State. I confess it was with feelings of peculiar satisfaction and pride that I first surveyed this building, when I was first shown through it and had its several divisions and their uses explained to me, and saw their adaptation to the purposes for which they were intended. More commodious and more costly school-buildings there may be in the State, but I doubt that there is one altogether so convenient and well arranged. And what does all this prove? Why, that there is a future for our educational interests, and that those who laid the foundations of this institution may yet live to see a harvest of rich fruit, far beyond the highest anticipations they indulged at the start.

3. The health advantages of Judsonia deserve mention in this connection. This is a matter that always interests such as have children to send from home, and should never be overlooked in the location of schools. It would be a piece of folly to attempt the building up of a school in a sickly locality. In justice to all concerned, it may be proper to say that Judsonia, in this respect, will rank with the most healthful places outside of the mountainous districts of our

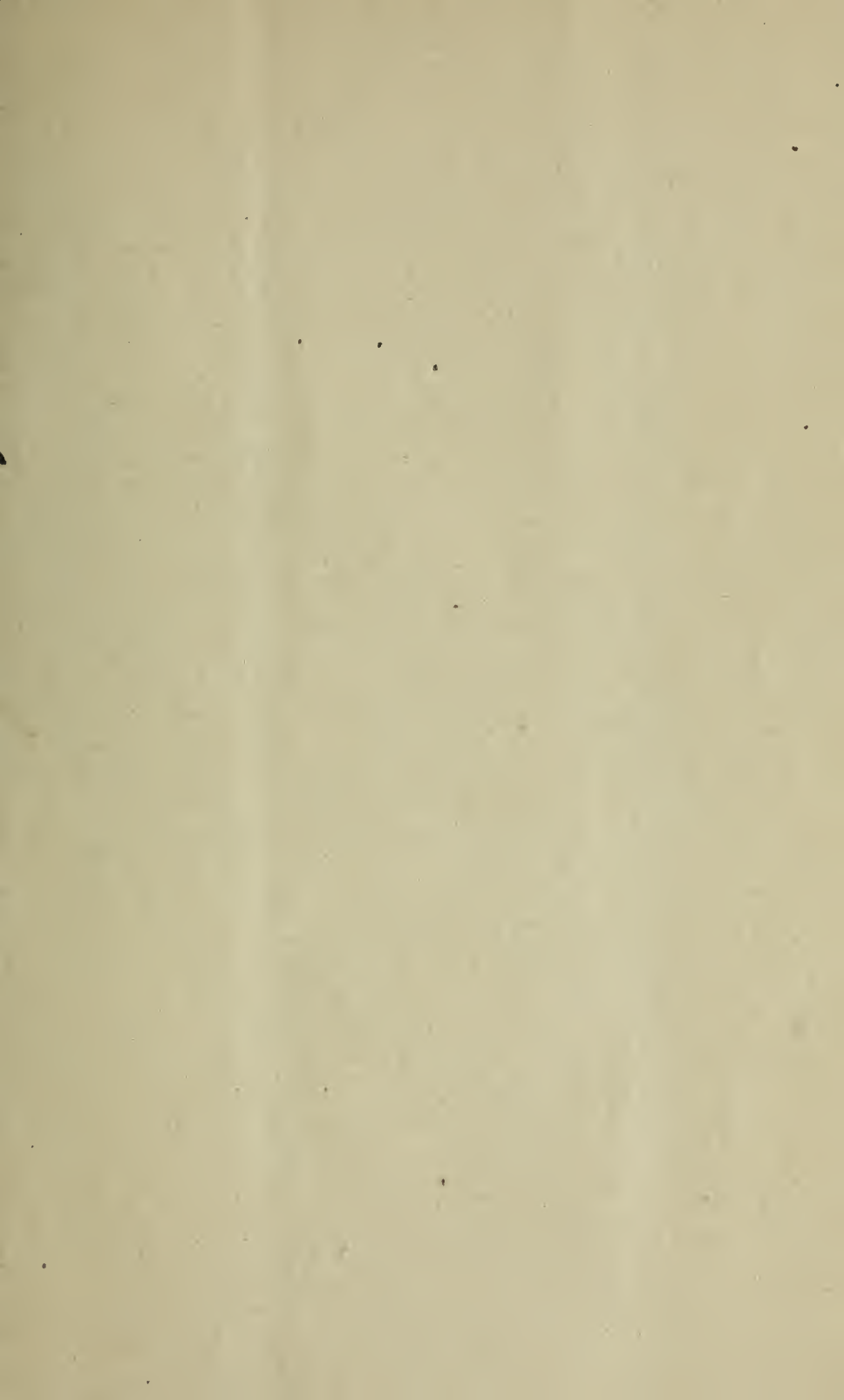
State. The country about the place, and to the north, is slightly broken, the water is good, and there seems to be no local cause for sickness. Up to this time there has been little or no sickness among students coming from a distance. There is a sulphur spring near by, and five miles away are the far-famed sulphur, alum, and chalybeate springs of Searcy. No reason exists why parents and guardians should concern themselves about the health of the children they send here.

4. Let me speak, lastly, of the educational advantages of the place, and the healthful religious and moral atmosphere breathed by the students that attend Judson University. The course of study here will be found to compare very favorably with that of our best colleges in the South-west; the teachers of every department are competent and agreeable; the discipline is kind, strict, and healthful; and there is attached to the school-building a laboratory, containing chemical, geological, and other specimens. In short, there are all the usual facilities for obtaining a first-class education. President Thomas, who has had considerable experience as an educator, presides over the institution with ease and dignity, and brings to bear upon it an amount of financial and administrative ability which is fast telling in its favor.

Now as to the religious atmosphere of Judsonia. There is regular religious worship on the Sabbath, also a well-conducted Sabbath-school, and a University prayer-meeting held every Sunday evening, with particular reference to the wants of the students, and other religious meetings, sometimes every night in the week, and the Judsonia Literary Society, in which the citizens and students vie with each other in the cultivation of elocution and logic. The fact that there is not a saloon or whisky-shop in or about the place deserves special mention. So much, then, for Judsonia and its surroundings.

Now, who will say, with these facts before them, that we are not having educational progress in Arkansas; that there is not a future of thrift and advancement for our State of which few have rightly conceived; that now is not the time for us to declare our independence of other States, as our fathers did of the mother country just one hundred years ago, and to stand, strike, live, battle, work, pray for the right? In this blessed resolve the friends of education throughout the country rise up to greet us and urge us forward; the brilliant successes of co-educators in other States and sections stand out in living characters for our encouragement, and the triumphs and failures in the sacred cause of mental and moral improvement shine out as beacons upon the pathways to be trod that leads on and on in the realm of progression and expansion.

“When the vast sun shall veil his golden light,
Deep in the gloom of everlasting night;
When wild, destructive flames shall wrap the skies,
When ruin triumphs, and when nature dies;
Man shall alone the wreck of worlds survive;
’Mid falling spheres, immortal man shall live.”





3 0112 105654484